



Approval

11/1/2020

1. The student must be a member of the Liberal Studies Program.

2. The student must be in good academic standing.

3. The student must have completed the required Liberal Studies courses.

4. The student must have a minimum GPA of 2.0.

5. The student must have completed the Liberal Studies Program application form.

6. The student must have completed the Liberal Studies Program application form with the required information.

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**Part I. New Syllabus of Record**

**Catalog Description**

FIAR 101      Introduction to Fine Arts                      3 class hours, 0 lab hours, 3 credits    (3c-01-3cr)

Prerequisite:    None

An exploration of Visual Art, Theater, and Music, examining their conceptual and aesthetic underpinnings, selected works, and their primary and similar functions in the expression of cultural, political, and personal views of the world around us. Class experience includes the analysis of at least one major work of each form, attending at least two live performances, viewing of selected works, and creative activities. If it should be necessary for a student who fails this course to take a D/F repeat, any one of the following

courses may be substituted: ARHI 101, MUHI 101, THTR 101, DANC 102.

**What is art? (3 hours)**

A look at cultural and contextual aspects of Visual Art and its relevance to the time and place in

their own ideas.

**Design: (3 hours)**

The foundations of design and a vocabulary for discussing visual imagery.

**The Artist: (3 hours)**

A discussion of the role of the artist in today's society and how that role has changed historically.

**Media and Materials: (3 hours)**

The materials used to create the various forms of visual art - drawings, paintings, sculpture, etc. and how the use of materials affects and reflects the artists' vision.

audience; differences between plot and story; dramatic and theatrical styles; theatrical conventions

**Theory and Criticism (1 hour)**

Explanation of theater theory and theories; criticism and reviews; the role of dramaturgs;

analyzing and criticizing a performance; a critic's audience

**Business of Theater (1 hour)**

The Vermont State Fiscal Report is a comprehensive document that provides a detailed overview of the state's financial performance over the fiscal year. It includes information on the state's revenue, expenses, and overall budget. The report is designed to be transparent and accessible to the public, providing a clear picture of how the state's resources are being managed.

The report is organized into several sections, each focusing on a different aspect of the state's financial operations. The first section provides an overview of the state's overall financial performance, while the subsequent sections delve into more specific areas such as revenue, expenses, and debt. Each section includes detailed data and analysis, as well as charts and graphs to help illustrate the information.

The report is a valuable resource for anyone interested in the state's financial health and operations. It provides a clear and concise overview of the state's financial performance, and is an essential tool for policymakers, the public, and the media. The report is available for download on the Vermont State website, and is also available in print format.

Despite the complexity of the report, the information is presented in a clear and accessible manner. The report is a valuable resource for anyone interested in the state's financial health and operations.

For more information on the Vermont State Fiscal Report, please visit our website at [www.vermont.gov](http://www.vermont.gov).

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### Revenue

The Vermont State Fiscal Report provides a detailed overview of the state's revenue sources. Revenue is the primary source of funding for the state's operations, and is used to pay for a wide range of services and programs. The report provides a breakdown of the state's revenue by source, and includes detailed data on each source.

The state's revenue is derived from a variety of sources, including taxes, fees, and grants. The most significant source of revenue is the state income tax, which accounts for approximately 40% of the state's total revenue. Other major revenue sources include sales tax, property tax, and federal grants.

The state's revenue is used to fund a wide range of services and programs, including education, healthcare, and infrastructure. The report provides a detailed overview of the state's spending, and includes information on the state's overall budget. The state's budget is a critical tool for managing the state's financial operations, and is used to allocate resources to various departments and programs.

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Part II, 2 Summary of the Proposed Revisions

This course was originally designed as a Fine Arts Liberal Studies class for the Punxsutawney Summer  
Cohort. It was approved in April of 2018; this document is intended to bring the Curriculum of P...

alignment with the new Liberal Studies format. The old Syllabus of Record is only available to this writer  
as PDF.

**Introduction to Fine Arts - Theater Unit - First Assignment - Narrative**

Due to me Monday of second week of class.

Write a story - a narrative - no more than two single-spaced pages, no less than one single-spaced page - about something that recently happened to you. It does not need to have a plot, or conflict, or any significance, but it must be something you've experienced lately - maybe a stop at a rest area on the way here, or a particular good-bye when you left home, or whatever.

You are not allowed to quote anyone - for instance -

<<So I said to my Dad, "Get me a Coke while I go to the rest room, Will ya?" and he said "I'm pumping gas, you'll probably be done before I am", so I went and got my own Coke.>>

Would NOT be acceptable for this exercise - but something like this would work:

~~<<I asked my Dad to get me a Coke while I went to the rest room, but he told me he was busy~~

pumping gas, so I wound up getting it myself.>>

WOULD be acceptable.

This assignment MUST use proper grammar, and proper (written) language; you will get to use more colorful and less proper (spoken) language in the second assignment.

You will be graded on clarity of story, grammar, and spelling. I will not judge the level of drama (or lack thereof ) in this assignment.

**BECAUSE:**

~~I'm not sure I completed the above. If you are going to want me to correct the story into a script, we will~~



Instructors for the various components of this course collaborate on the development of the syllabus to insure consistency of content and activities for the summer session. There is one section of the course with multiple instructors. To the best of our understanding, the need for consistency is not a

factor, as the syllabus of record is used by each instructor.

**B**

A review of the bibliography presented in the syllabus of record will clearly demonstrate the commitment to multicultural, non-gender specific pedagogical materials. Examples include *Art 21, A History of Music in Western Culture. Exploring Art: A Global Thematic Approach Worlds of Music and*

*Anthology of Living Theater.*

**C.**

# FIAR 101, INTRODUCTION TO THE ARTS

## Syllabus of Record

(3c - 01 - 3cr)

### I. Course Description:

This course introduces the basic concepts and significance of art, music and theater. For each of these arts, students will learn the basic elements, gain an appreciation of artistic achievement, and

exposed to representative artworks, as well as actually experiencing and responding to arts

events.

### II. Course Outcomes:

Students will be able to:

- A. Define basic elements of art, music and theater in order to identify them in selected artworks.
- B. Identify the creative artists, author, composer and/or performer(s), cultural origin, genre, and function for each work in a diverse repertory chosen for the class.
- C. Experience works of art, then be able to describe and assess the works and articulate personal reactions using an informed vocabulary, including technical and/or historical terms.
- D. Analyze and practice the modes of spectatorship appropriate to a diverse range of artistic events.

E. Draw on a variety of different modes of artistic endeavor relate directly to the students' own

5. Field trip – response to field trip/theater event due.
6. Theater today and tomorrow. Test on Theater Unit.

2. Introduce principles and elements of art and design. Foundations for discussing visual imagery.
3. Identify artists and their various roles within a culture: Correlations of our past with art of today.
4. Explore media and materials.
5. Project due and field trip to: TBA
6. Response to field trip/exhibition due. Test on Unit 2.

that event, unless arrangements have been made prior to the event due to authenticated illness or emergency. In such an excused situation, the student will have to attend and respond to another event determined by the instructor.

**VII. Recommended Textbook:**

Sporre, Dennis J. *Perceiving the Arts: An Introduction to the Humanities*. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

**VIII. Special Resource Requirements:**

None

**IX. Bibliography:**

*Art: 21, Art in the Twenty-First Century*. PBS Home Video, 2003-2009

Bonds, Mark Evan. *A History of Music in Western Culture*. Upper Saddle River, NJ: Pearson

Prentice Hall, 2005

Cohen, Robert. *Theatre*. New York: McGraw-Hill, 2002

Macy, Laura, ed. *Grove Music Online*: <http://www.grovemusic.com>.

Lazzari, Margaret & Schlesier, Dona. *Exploring Art: A Global, Thematic Approach*. Belmont, CA: Thomson/Wadsworth, 2006.

Sporre, Dennis J. *Perceiving the Arts: An Introduction to the Humanities*. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

Staniszewski, Mary Anne. *Believing is Seeing: Creating the Culture of Art*. New York: Penguin Books, 1995.

Titon, Jeff Todd, ed. *Worlds of Music: An Introduction to the Music of World's Peoples*. Belmont, CA: Schirmer, 2002.

Willoughby, David. *The World of Music*. New York: McGraw-Hill, 2006.

Wilson, Edwin. *The Theater Experience*. New York: McGraw-Hill, 2003.